

**Freshman Class Meeting**  
**Tuesday April 27, 2010**  
**Notes**

**Freshmen were asked to respond to the following question:** “Now that you’ve worked for with it for more than 2/3 of the school year, what can we do to make the standards based reporting system work better for you?”

Students responses and responses to their questions:

- Can you clarify....Can you be passing with any ‘1’? No, any 1 on a standard will prevent credit from being given.
- With 4 levels, would a 5<sup>th</sup> level help? It would be easier to know where you are.....
- Having classes broken out by standards gives more detail vs. one letter grade. It helps me focus on what makes my grade lower.
- I like the grading, it splits parts of the class up.
- An example from foreign language: with an 80, I can be great in reading but the 80 hides it if I’m poor in writing. This system shows me.
- The comments tell me something.
- Both gradations and comments tell me how I’m doing.
- Individual standards aren’t that helpful to me. With assessments and comments, I already know how I’m doing.
- More increments would show me more precisely how I’m doing.
- This was a big change. We should evaluate it first before we change anything.
- We’ve had plenty of time between middle school and our freshmen year.
- When asked if all were comfortable with the new system, a few responded ‘no’. When asked what would make it better, none responded.
- In reference to the comments thing, more detailed comments on each standard and work ethic would help.
- If we establish a ‘middle ground’ .....not sure if lowering our standards is a good thing.
- Why change anything now?
- The scale has a broad spectrum. If I get a 2, is it near a 2 or almost a 3?
- What if the superintendent changes and his replacement does not support standards based reporting? Response to the question was that the board makes the policies that we all follow including policy on standards based reporting.
- More increments would be nice. It would show us more levels.
- What’s a ‘c’? Isn’t it average?
- A 2 or a 2.5 means you need to work up.....
- Is moving from a 3 to a 4 harder? Student response: ‘It’s supposed to be.’
- With the system now, I don’t know if I have a ‘bad 3’, a ‘good 3’ or a ‘great 3’.
- A conversation w/teachers should happen: ‘How far off am I?’ Is it reasonable to expect that conversation between a student and teacher? Student response: “Yes”.